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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: (1) the effects of cognitive strategy training on reading achievement and Piagetian cognitive level among high risk college freshmen; (2) the impact of a college reading program on grades, units completed, and college retention; (3) the relative effectiveness of general versus specific reading or study skills instruction on achievement in a history survey course; (4) the sensitivity of seven commercial adult reading materials to adult learning principles and reading needs; (5) predictors of academic success for adult learners; (6) the relationship between prose connectives and the reading comprehension of community college students; (7) the effect of three study methods on the comprehension, reading, and rate gains of college students; (8) literacy and social self-concept; (9) the auditory, language, and metacognitive abilities of skilled and deficient readers; (10) self-questioning for college developmental reading students; (11) good and poor readers in an adult, incarcerated population; and (12) reading instruction practices in content areas at community and junior colleges in Alabama. (MM)

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Abstracts of the following dissertations are included in this collection:

Campbell, Lawrence Hobarg
THE EFFECTS OF COGNITIVE STRATEGY TRAINING ON READING ACHIEVEMENT AND PIAGETIAN COGNITIVE LEVEL AMONG HIGH-RISK COLLEGE FRESHMEN

Diddock, Dixie Dee
A COLLEGE READING PROGRAM: A STUDY OF EFFECTS ON GRADES, UNITS COMPLETED AND COLLEGE RETENTION

Elliott, Mary K.
THE RELATIVE EFFECTIVENESS OF GENERAL VERSUS SPECIFIC READING/STUDY SKILLS INSTRUCTION ON ACHIEVEMENT IN A HISTORY SURVEY COURSE

Green, Marcia Lane
AN INVESTIGATION OF SEVEN COMMERCIAL READING MATERIALS FOR ADULTS TO DETERMINE IF THESE REFLECT ADULT LEARNING PRINCIPLES AND ADULT READING NEEDS

Hickerson-Roberts, Vicky Lynn
READING ACHIEVEMENT, READING ATTITUDES, SELF CONCEPT, LEARNING STYLES AND ESTIMATED HIGH SCHOOL GRADE POINT AVERAGE AS PREDICTORS OF ACADEMIC SUCCESS FOR 55 ADULT LEARNERS AT KANSAS STATE UNIVERSITY

Howard, Joseph Edward, Jr.
A STUDY OF THE RELATIONSHIP BETWEEN CERTAIN CONNECTIVES IN PROSE TEXT AND THE READING COMPREHENSION OF COMMUNITY COLLEGE STUDENTS

Jones, Grace Yvonne
THE EFFECT OF THREE STUDY METHODS ON THE COMPREHENSION, READING AND RATE GAINS OF COLLEGE STUDENTS

Kahler, David William
IN DIALOGUE WITH A LARGER WORLD: LITERACY AS A CONTRIBUTING FACTOR TO SOCIAL SELF-CONCEPT

Leverett, Ralph Geist
SKILLED AND DEFICIENT READERS: A COMPARISON OF TWO GROUPS OF COLLEGE FRESHMEN ON AUDITORY, LANGUAGE, AND METACOGNITIVE ABILITIES

Martin, Michael Allen
AN INVESTIGATION INTO SELF-QUESTIONING AS A STUDY TECHNIQUE FOR COLLEGE DEVELOPMENTAL READING STUDENTS

Pray, Roger Thomas
A COMPARISON OF GOOD AND POOR READERS IN AN ADULT, INCARCERATED POPULATION

Simon, Mary Drago
AN ANALYSIS OF PRACTICES IN TEACHING READING IN THE CONTENT AREAS AT COMMUNITY AND JUNIOR COLLEGES IN ALABAMA

THE EFFECTS OF COGNITIVE STRATEGY TRAINING ON READING ACHIEVEMENT AND PIAGETIAN COGNITIVE LEVEL AMONG HIGH-RISK COLLEGE FRESHMEN

Order No. DA8317574

CAMPBELL, LAWRENCE HOBARG, ED.D. *Memphis State University*, 1983. 166pp.

The purpose of this study was twofold. First, it was designed to evaluate and compare the effects of two remedial reading programs on high-risk college freshmen. One program consisted of instruction in vocabulary development, textual materials, and timed reading activities. The other program consisted of instruction in vocabulary development, textual materials, timed reading activities, and cognitive strategy training. The rationale for including cognitive strategy training was that it could simultaneously treat the cognitive limitations and reading comprehension deficits which were diagnosed on the pretest measures. The second purpose was to investigate the relationship between Piagetian levels of cognitive development and selected measures of reading achievement.

Procedure. Subjects for this study consisted of fifty-four provisional college freshmen enrolled in remedial coursework in a Mid-South university. Each subject was pretested and posttested using Piagetian cognitive assessment tasks (Inhelder & Piaget, 1958) and Forms C and D of the *Nelson-Denny Reading Test* (Brown, Nelson, Denny, 1976). The relationship between performance on these measures was investigated for the pretest and posttest results. At pretest all subjects were included in the discriminant analysis, but the posttest analysis was limited to the experimental group because of group differences caused by different treatment procedures. Discriminant analysis was used to determine the level of relationship because the Piagetian cognitive scores clustered at the concrete operational level.

Prior to treatment subjects were randomly assigned to either the control group or the experimental group. Both groups received thirty-five hours of instruction between the pretest and posttest. The control group received instruction in vocabulary development, textual materials, timed reading activities, and cognitive strategy training. Cognitive strategy training consisted of information processing theory, classification skills, and formal logic. Multivariate Analysis of Variance was used to evaluate and compare the effects of the two treatment procedures. Simultaneous analysis of multiple dependent variables ruled out the use of *t* or *F* tests. The level of significance for the study was $p < .05$.

Conclusions. (1) Subjects in both the experimental group and the control group made significant gains from pretest to posttest on all dependent measures: Piagetian cognitive level, vocabulary, literal comprehension, and inferential comprehension ($p < .05$). . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

A COLLEGE READING PROGRAM: A STUDY OF EFFECTS ON GRADES, UNITS COMPLETED AND COLLEGE RETENTION

Order No. DA8321616

DIDDOCK, DIXIE DEE, ED.D. *University of the Pacific*, 1983. 112pp.

Reading deficiencies among entering college students have caused an increase in the number of college reading programs. These reading programs have taken a variety of forms; however, the goals for these programs were directed consistently toward increased GPA, retention and an ability to maintain an acceptable unit load. These criteria were used to evaluate a reading improvement program at the University of the Pacific which was developed by Sanders. This program reflected the findings of her meta-analysis of college reading programs and was eclectic in design.

Effects of the reading program were evaluated based on (1) GPA at the end of two years, (2) number of units completed in two years, and (3) retention in college at the University of the Pacific during the entire two year period. The experimental and control groups were chosen from entering freshmen students during the fall semester of the years of 1976 through 1980. Matching was done carefully on the bases of beginning reading comprehension (*Raygor Reading Comprehension* score) and school related attitudes (*Raygor Study Skills Inventory*). Complete data were available for ninety-seven pairs.

Hypotheses tested dealt with the differences in outcomes between the groups and within the experimental group population. It was found that the groups showed no significant differences in retention, GPA or number of units completed at the end of a two year period. Within the experimental group no differences were found in the above variables due to the sex of the student or the amount of reading gain evidenced at the end of the semester of instruction. School related attitudes were related to GPA and number of units completed; reading comprehension related to GPA. No relationships were found to retention in college. Average reading rates of the experimental group were lower than the class average reading rates suggesting a partially remedial population rather than developmental.

It was recommended that changes be made in the reading program. Remedial and developmental students should be given separate instruction. An andrologogical approach was suggested as well as promotion of the optimum reading rate rather than the variable reading rate.

THE RELATIVE EFFECTIVENESS OF GENERAL VERSUS SPECIFIC READING/STUDY SKILLS INSTRUCTION ON ACHIEVEMENT IN A HISTORY SURVEY COURSE

Order No. DA8318744

ELLIOTT, MARY K., ED.D. *West Virginia University*, 1983. 261pp.

Performance on college history exams for participants in a general or specific reading/study skills program and for nonparticipants was investigated. Fifty-four students participated in the study.

Six instructional sessions were provided for the treatment groups. Follow-up sessions were provided for each of the six sessions for students who did not meet the minimum criteria on the assignments for each respective session.

Specific skill instruction included applying predetermined, course-related techniques to lecture and text notetaking, and exam preparation in the history course. General instruction included applying generally-applicable skills to a variety of academic courses.

Total and subtest history exam scores and study variables were examined. The researcher concluded that the specific treatment was more beneficial than either the general treatment or the lack of treatment.

AN INVESTIGATION OF SEVEN COMMERCIAL READING MATERIALS FOR ADULTS TO DETERMINE IF THESE REFLECT ADULT LEARNING PRINCIPLES AND ADULT READING NEEDS

Order No. DA8323019

GREEN, MARCIA LANE, PH.D. *Texas Woman's University*, 1983. 178pp.

Purpose of the Study. The purpose of this study was (1) to identify a set of principles for adult learning, (2) to identify a set of reading needs for the adult learner, and (3) to determine if these principles and needs were reflected in commercial materials for adults. The three research questions which guided this investigation were: (1) What are the principles of adult learning? (2) What are the identifiable reading needs of the adult learner? (3) Do commercial materials for adults reflect the principles of adult learning and the adult reading needs identified?

Procedures. Four methods were used to develop this study. First, the research literature in adult learning was surveyed to identify the principles of adult learning. Second, the research literature in adult reading was surveyed to derive adult reading needs. Third, randomly selected college and university reading programs were contacted and

asked to provide a list of the commercial reading materials being used. From the lists received, those materials appearing on more than one list were selected. Seven commercial reading materials were selected. Fourth, the International Reading Association's *Checklist For Evaluating Adult Basic Education Reading Material* was used to analyze each of the seven commercial materials to determine if they reflected the identified adult learning principles and adult reading needs.

Conclusions. The findings reported in this study support the following conclusions: (1) Principles of adult learning can be identified through a review of the literature pertaining to adult learning. (2) Adult reading needs can be abstracted from the research literature concerning adult reading and the adult reader. (3) The commercial reading materials investigated in this study did not reflect the adult learning principles identified in this study. They (a) failed to contribute to the adult's acquisition of new knowledge; (b) did not allow for individual differences; (c) failed to bolster the adult's self-concept; (d) did not relate to the problem-centered nature of the adult learner; (e) did not provide motivation to learn through a variety of factors; and (f) did not provide for active learner participation in the instructional/learning process. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

READING ACHIEVEMENT, READING ATTITUDES, SELF CONCEPT, LEARNING STYLES AND ESTIMATED HIGH SCHOOL GRADE POINT AVERAGE AS PREDICTORS OF ACADEMIC SUCCESS FOR 55 ADULT LEARNERS AT KANSAS STATE UNIVERSITY

Order No. DA8321097

Hickerson-Roberts, Vicky Lynn, Ph.D. *Kansas State University*, 1983. 87pp.

The purpose of this study was to devise a profile of adult learners at Kansas State University. Research questions were formulated.

Fifty-five adult learners, over 21 years of age and with less than 28 semester hours, were the volunteer subjects. Each subject completed the following testing instruments: Nelson-Denny Reading Test Form E, Tennessee Self Concept Scale, Kansas State Reader Attitude Scale, Productivity Environmental Preference Survey. The scores from these instruments and the subjects' grade point averages comprised the variables. The subjects self reported their high school grade point average. Fall semester 1981, spring semester 1982, and cumulative grade point averages were obtained from official transcripts. Background experiences and characteristics were collected from the researcher-designed survey.

Two statistical techniques were implemented. Multiple regression equations were computed using the reading vocabulary, reading comprehension, total reading, self concept, reading attitudes scores, and high school grade point average as the independent variables and the fall semester grade point average as the dependent variable. A chi square value was calculated on the learning style preferences by cumulative grade point average. Additionally, the means and standard deviations were calculated on the six independent variables. Numbers and percentages were calculated for the background experiences, characteristics, and learning style preferences.

The adult learner composite profiled a student as either male or female between 21 and 30 years of age. The learner was married with a child or children. Female adult learners differed from their male counterparts in the likelihood of dependence upon a combined family income. The composite portrayed a learner not employed and living within 30 miles of the main campus.

The test scores' means profiled a learner reading above grade level and having a normal self concept. With regards to learning styles, the profile revealed strong preferences for self designed objectives, self pacing, rapid achievement and active experiences. High school grade point average was, statistically, the best predictor of learning success. Academically successful adults showed a preference for morning scheduling of difficult tasks.

It is recommended that replications and applications of this study be administered to a larger population.

A STUDY OF THE RELATIONSHIP BETWEEN CERTAIN CONNECTIVES IN PROSE TEXT AND THE READING COMPREHENSION OF COMMUNITY COLLEGE STUDENTS

Order No. DA8321267

Howard, Joseph Edward, Jr., Ed.D. *Temple University*, 1983. 115pp. Major Adviser: Dr. S. Elizabeth Davis

This study investigated the effects of nine connectives on the reading recall of 120 community college students. Three contrast connectives, the words *but*, *however*, and *although*, three cause connectives, the words *because*, *since*, and *therefore*, and three clarification connectives, the words *such as*, *thus*, and *for example*, were used in twelve prose passages. Based on placement test scores, the subjects were divided into a group of achieving readers and a group of non-achieving readers. Subjects from each group read two passages and then wrote down free recalls of what they remembered. The recalls were scored by comparing them to the original passage read. The achieving readers recalled significantly more information than the non-achieving readers ($p < .05$). The recalls were read to see if the subjects recalled more information from the explicit than implicit passages, if they recalled more information from passages with one type of connective rather than another, and if they recalled more information preceding or following the connective. The subjects from both groups recalled less information from the explicit passages, the passages in which the connectives were actually used, than they recalled from the implicit passages, in which the connectives were omitted. The subjects from both groups recalled the least amount of information from the passages which used the clarification connectives. The next greatest amount of information was recalled from the passages which used the contrast connectives and the most information from the passages which used the cause connectives. Usually, the subject from both groups recalled more of the information which immediately preceded the connective than that which followed the connective. These results were not statistically significant.

THE EFFECT OF THREE STUDY METHODS ON THE COMPREHENSION, READING AND RATE GAINS OF COLLEGE STUDENTS

Order No. DA8311348

Jones, Grace Yvonne, Ed.D. *University of South Carolina*, 1982. 110pp.

During a fifteen-week period to determine the effect of three study methods--graphic organizers, underlining, and efficient reading curriculum--freshmen college students (N = 161) were administered Form C and D of the *Nelson-Denny Reading Test*. *The Nelson-Denny Reading Test* which measures comprehension, vocabulary, and rate scores was administered in a group setting. The students were randomly assigned a treatment and placed in one of four groups--Group 1: administered graphic organizer treatment; Group 2: administered underlining treatment; Group 3: administered the efficient reading curriculum; Group 4: administered no treatment. Following practice with college textbooks and treatment with varied reading curricula, the posttest *Nelson-Denny Reading Test* was administered. Results were analyzed using analysis of covariance. Significant differences at the .05 level were noted when graphic organizer and underlining treatments were compared against the control group; when the efficient reading curriculum was compared against the control group; and when the graphic organizer and underlining treatments were compared against the efficient reading curriculum. Although there were no significant differences in the comprehension mean scores for individuals administered the graphic organizer treatment in comparison with the underlining treatment, there was a tendency for the graphic organizer comprehension mean scores to be slightly higher than the underlining comprehension mean scores. Results indicated that the use of a particular study method was found to be more effective than the absence of a method.

IN DIALOGUE WITH A LARGER WORLD: LITERACY AS A CONTRIBUTING FACTOR TO SOCIAL SELF-CONCEPT

Order No. DA8317435

KAHLER, DAVID WILLIAM, ED.D. *University of Massachusetts*, 1983. 188pp. Director: David Russel Evans

Although substantial research involving quantitative measurement of the literacy phenomenon and the achievement of adults in literacy programs has been undertaken, few past research studies have attempted to measure changes stemming from personal growth and the development of social self-concept (self-esteem). This study, which is exploratory in nature, examines life history data collected from in-depth interviews with seven new literates on their experiences in U.S.-based urban adult literacy programs to ascertain how the literacy experience (learning to read and write) served, and continues to serve, as a contributing factor to the development and evolution of individual social self-concept.

The study first examines definitions of literacy in international and U.S.-based literacy work in the past two decades. Three emerging issues highlighted in this analysis which are present in the definitions given to literacy by those interviewed in the study are: a language component figures in any definition of literacy; a definition must reflect the changing demands of a world prone to change; and freedom from social, economic and political impotence is a major objective of literacy. Self-concept is then discussed as an area of legitimate concern for adult educators and pertinent linkages between self-concept theory and adult learning are described.

Data from structured in-depth interviews with new literates are presented around organizing themes of: motivation for participation; sustaining the learning experience and adjustments to the new role of learner; the uses of literacy; and social identity and perceived self in the world. In this analysis, particular attention is given to personal identity, and the match between a new social fact (literacy) and personal facts (self-concept and self-esteem).

In conclusion, the study suggests a number of hypotheses which might serve as points of departure for future research on the literacy experience and its influence on enhanced self-concept among adult learners. Literacy planners and practitioners are encouraged to look to prospective learners and new literates for assistance in answering the question of "Literacy for what?" and to explore teaching/learning strategies which may contribute to the development and evolution of self-concept in adult learners enrolled in literacy and adult basic education courses.

SKILLED AND DEFICIENT READERS: A COMPARISON OF TWO GROUPS OF COLLEGE FRESHMEN ON AUDITORY, LANGUAGE, AND METACOGNITIVE ABILITIES

Order No. DA8319069

LEVERETT, RALPH GEIST, PH.D. *George Peabody College for Teachers of Vanderbilt University*, 1983. 89pp. Major Professor: Jack W. Miller

Three major foci of reading were of concern in this investigation: auditory, language, and metacognitive abilities. The sample consisted of 45 college freshmen selected on the basis of (a) The American College Testing Program Academic Test (ACT) and (b) reading level as determined by the Nelson-Denny Reading Test. One group of subjects was selected with respect to each test. Subjects scoring above the 90th percentile on the ACT were designated "skilled readers," and those scoring below the tenth-grade level on the Nelson-Denny Reading Test were designated "deficient readers." Auditory skills were assessed by three tests from the Goldman-Fristoe-Woodcock Auditory Skills Test Battery: the Selective Attention Test, the Auditory Memory Test, and the Sound-Symbol Test. The Test of Adolescent Language (TOAL) was used to measure oral and written language skills. I designed an informal measure to evaluate metacognitive abilities. This instrument contained items concerning reading comprehension strategies and subjects' perceptions of the effectiveness of those strategies.

A series of *t* tests for unequal variance and a Pearson product-moment correlation were computed for the data. Of the 26 variables explored, 21 were significant at the $p < .01$ level. Relatively low correlations between ACT scores and the composite language score (ALQ) were found when groups were considered separately. Correlations for pooled groups on the same set of scores were above .90.

Findings suggest possible modifications of college reading programs. Modifications involving auditory skills might include specific training in auditory memory, in the sequencing of auditory information, and in the sounds and symbols of reading. Of the several oral and written language skills, vocabulary and grammar might well receive greater emphasis in college reading programs.

Finally, direct instruction of reasoning skills and the effective use of those skills may be among the most important needs in reading programs for college students. Although subjects employed virtually identical reading strategies, the effectiveness of those strategies was clearly different for the two groups. A more radical modification of college reading programs would involve a slowing of pace and a shifting of instruction toward a dialectical approach to reading instruction.

AN INVESTIGATION INTO SELF-QUESTIONING AS A STUDY TECHNIQUE FOR COLLEGE DEVELOPMENTAL READING STUDENTS

Order No. DA8320114

MARTIN, MICHAEL ALLEN, PH.D. *University of Georgia*, 1983. 266pp. Director: John E. Readence

The purpose of this study was to examine the effectiveness of three study techniques which involved self-questioning. Specifically, the study attempted to validate the use of the question annotation presented as part of Eanet and Manzo's (1976) REAP technique, the self-questioning technique (André & Anderson, 1979), and the SQ3R technique (Robinson, 1941).

Ninety-five subjects, enrolled in a college developmental reading course, were tested in intact classes. Subjects were assigned to high verbal ability and low verbal ability groups using a median split of all SAT verbal scores. Quantitative data were collected from the immediate and delayed multiple-choice, criterion posttests and the subject-generated questions that resulted from the application of the study techniques to the immediate multiple-choice, criterion posttest passage. Follow-up structured interviews were conducted individually with six subjects to ascertain the kinds of strategies employed in the application of their specific study technique.

Data from the application of the three study techniques, the verbal ability of the subjects, the number of questions answered correctly on the multiple-choice, criterion posttests, the amount of study time, and the subject-generated questions were analyzed by a multivariate analysis of variance technique. Results indicated that there was no interaction between study technique and verbal ability on the dependent variables.

Further analysis revealed significant differences among study technique groups with regard to immediate posttest accuracy, the amount of study time, and the type of subject-generated questions. There were also significant differences between the two verbal ability groups with regard to immediate posttest accuracy. Analysis of variance revealed a significant difference in the number of implicit questions versus explicit questions answered correctly on the immediate posttest. A linear contrast among group means revealed that REAP and Self-questioning were significantly different from SQ3R. Finally, the quality of subject-generated questions, number of subject-generated questions, amount of study time, and verbal ability scores contributed significantly to immediate posttest results.

A COMPARISON OF GOOD AND POOR READERS IN AN ADULT, INCARCERATED POPULATION

Order No. DA8320187

PRAY, ROGER THOMAS, ED.D. *Harvard University*, 1983. 142pp.

The study was a comparison of good and poor readers among an incarcerated population of adult, male felons. It was conducted in an effort to examine the relationship between reading dysfunction and criminality. There were several hypotheses. The first was that the poor readers would have been committed to prison for crimes against property while the good readers would have been committed for crimes against person. The second was that the poor readers would manifest personality configurations characterized by neurotic tendencies while the good readers would display antisocial tendencies. Third, it was anticipated that the poor readers would engage in fewer activities which would lead to institutional disciplinary action than the good readers. Finally, it was hypothesized that the poor readers would come from lower social class backgrounds than the good readers. In addition, all poor readers were interviewed in order to obtain their observations and impressions of the relationship between poor reading and their criminality.

Subjects were 40 inmates of the Utah State Prison. Twenty read at the 9th grade level or above as measured by the Gates MacGinitie Reading Test (Level E) and 20 read at the 6th grade level or below. All subjects had IQs of 85 or higher as measured by the Wechsler Adult Intelligence Scale. Personality profiles were measured by the Bipolar Psychological Inventory. All subjects were between 18 and 24 years of age and were monolingual speakers of English.

There were no significant differences between groups with regard to crime type, institutional behavior, or social class. There were significant differences between groups in terms of personality profiles. The poor readers manifested more neurotic traits *and* more antisocial traits. The responses given to the questionnaire were very revealing with regard to the negative effects of poor reading and its role in inhibiting a prosocial lifestyle.

AN ANALYSIS OF PRACTICES IN TEACHING READING IN THE CONTENT AREAS AT COMMUNITY AND JUNIOR COLLEGES IN ALABAMA

Order No. DA8317207

SIMON, MARY DRAGO, ED.D. *Auburn University*, 1983. 109pp. Director: John S. Martin

The purpose of this study was to identify and to analyze reading-related strategies used for the teaching of reading to junior college students. An instrument, the "Post-Secondary Reading Practice Survey," was developed and used to determine if differences existed in the way junior college instructors perceived the importance of listed strategies, and the degree to which they implemented the strategies when compared by subject area and whether or not they had had a course in the teaching of reading.

The survey was composed of 31 items subdivided into six sections and was administered to instructors teaching in the subject areas of social studies, language arts, business, mathematics and science, fine arts, physical and health education, and nursing and medical technology in junior colleges in Alabama in the Winter of 1983.

A multivariate analysis of variance (MANOVA) was used to determine if significant differences existed in importance instructors placed on strategies and their frequency of implementation among subject areas and if a significant difference existed when instructors had formal instruction in the teaching of reading. Where significant differences occurred among subject areas, a univariate analysis of variance, Duncan's Multiple Range Line Test, was used to determine in which strategies the differences lay.

Results of the analysis indicated that a significant difference existed in importance rankings among subject areas in at least two items in the sections of Vocabulary, Referencing, Study Skills, and Comprehension. A significant difference existed in teacher training in the section of Vocabulary only. With regard to the implementation ranking of reading strategies, a significant difference existed among subject areas in the same two items in the sections of Vocabulary, Referencing, Study Skills, and Comprehension. There was no significant difference with respect to teacher training.

Significant interaction effects did not exist between importance ranking and implementation ranking of reading strategies.

Based on the review of literature, consultation with reading specialists, and collection and analysis of data, the Post-Secondary Reading Practice Survey was determined to be valid and clearly interpretable.

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